



Kirkstall St. Stephen's

Teaching and Learning,
Assessment & Homework
Policy

June 2024

1. Aims

This policy aims to:

- Explain how we'll create an environment at our school where pupils learn best and love to do so
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raising standards of achievement for all pupils in our school
- Involve pupils, parents and the wider school community in pupils' learning and development

2. Our guiding principles

The curriculum at Kirkstall St Stephen's is driven by our Christian Vision:-

We are Cherished, We are Challenged, We are Children of God

We are Cherished

At KSS we teach every child the importance of being welcoming, inclusive and considerate towards others. Everyone is valued as an individual and all cultures and backgrounds are celebrated.

We support our children to achieve this by:

- Tailoring the curriculum to meet the children's needs
- Developing strong relationships with our pupils and their families
- Teaching a comprehensive personal, social and emotional curriculum which is woven throughout school life
- Identifying pupil strengths, but also providing support to overcome barriers to learning
- Increasing children's 'cultural capital' through diverse, engaging and enriching experiences
- Involving children in curriculum and school decision making through pupil groups such as eco and global clubs.
- Cherishing children as the unique people they are and ensuring they feel loved and accepted.

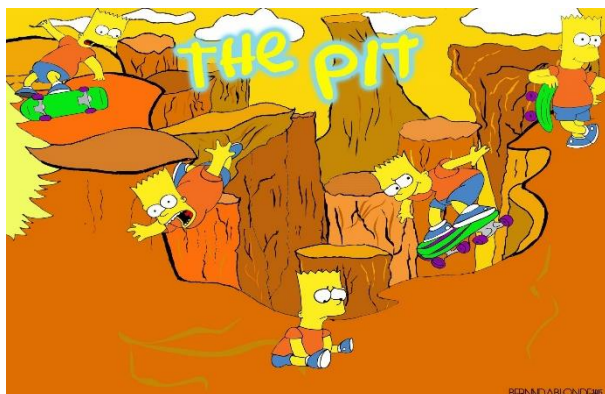
Our children feel loved and this gives them the foundations to flourish at KSS.

We are Challenged

At KSS we aim to challenge all pupils, no matter their ability, through a broad and balanced curriculum. We want children to feel confident and ready to tackle any new challenge that they face and that they leave us in Year 6 ready to take on the world! We ensure that knowledge is embedded in an interactive and visual way that makes learning engaging and exciting for children.

From Reception, children are taught about 'having a go' and the power of a growth mindset and how to apply this through their learning journey. Having a growth mindset that underpins our curriculum, allows our pupils to gain the confidence to engage in challenges. Throughout the school, children are reminded through visual aids and language modelled by staff to persevere and use their mistakes as a positive learning tool.

'The Pit' image below features in all our classrooms and is applied to all our lessons. This model represents the importance of resilience when faced with a challenge. Children will regularly identify where they are in 'The Pit' and are taught to use strategies to support themselves and each other in order to succeed.



We are Children of God

At KSS we want our children to recognize that they are Global Citizens with a collective responsibility for the world and fully understanding the impact of their actions. Eco, Global and School Council groups are drivers of change in school and our curriculum allows children to explore opportunities for 'Courageous Advocacy'.

We encourage and celebrate difference, ensuring that every child and their families are welcomed and supported as part of our community. Engagement and Relationships are at the heart of everything we do.

Our curriculum fosters a sense of awe and wonder amongst children and we are keen to bring 'real life' experiences to our children, such as educational visits using public transport and special Art, Science, Sport and Fair-Trade weeks throughout the year.

We cultivate each child's spirituality through reflective spaces in class and specific prayer spaces at key points throughout the year and we allow children to engage in big questions regarding themselves and the world around them.

3. Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

This is how we will create the above conditions for pupils' learning at all times:

3.1 Teachers

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards

- Actively engage parents/carers in their child's learning via newsletters, website, letters, open days/mornings including clearly communicating the purpose of home learning using Class DOJO
- Update parents/carers on pupils' progress informally (at drop-off/ pickup, via phone calls and messages on DOJO) and also formally during parent consultation sessions in the Autumn and Spring Term. Staff to produce an an annual written report on their child's progress in the Summer Term.

3.2 Support staff

Support staff at our school will:

- Know pupils well and differentiate support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Use effective marking and feedback as required
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Ask questions to make sure they've understood expectations for learning
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Demonstrate and model themselves as learners

3.3 Subject leaders

Subject leaders at our school will:

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills
- Sequence lessons in a way that allows pupils to make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject/phase, working with teachers to identify any challenges
- Timetable their subject to allocate time for pupils to:
 - Achieve breadth and depth
 - Fully understand the topic
 - Demonstrate excellence
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data

- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject/phase
- Encourage teachers to share ideas, resources and good practice

3.4 Senior leaders

Senior leaders at our school will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly

3.5 Pupils

Pupils at our school will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times, respecting the rights of others to learn
- Attend all lessons on time and be ready to learn, with any necessary equipment for the lesson
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required
- Meet the expectations set out in the KSS behavior policy.

3.6 Parents and carers

We encourage parents and carers at our school to:

- Value learning
- Encourage their child as a learner

- Make sure their child is ready and able to learn every day
- Support good attendance
- Participate in discussions about their child’s progress and attainment
- Communicate with the school to share information promptly
- Provide resources as required to support learning
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

3.7 Governors

Governors at our school will:

- Monitor that resources and funding are allocated effectively to support the school’s approach to teaching and learning
- Monitor the impact of teaching and learning strategies on pupils’ progress and attainment
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation
- Make sure other school policies promote high-quality teaching, and that these are being implemented

4. The KSS curriculum

From September 2022, staff began the process of updating and reinvigorating our existing curriculum. We sought the views of pupils, parents and governors in order to achieve this. We thought about what makes KSS special and what we need to teach the children in order for them to be ‘Cherished’, ‘Challenged’ and become ‘Children of God’.

Staff created a specific ‘Intent’ for their subject that demonstrates this:-

Computing- our intent

At Kirkstall St Stephen’s CE Primary, we recognise that the use of technology is a vital part of modern life, and that children need to develop a wide range of skills to enable them to make best use of this. We want our children to understand the fundamental skills in the areas of Information Technology, the potential of technology and to start to build computing skills for the future. We want them to become digital creators, using technology to support other areas of their work and lives, and also to understand the responsibilities of being digital consumers on their time, relationships and wellbeing. We know the digital workplace is continuously evolving and want them to grow up wanting to a part of that as software engineers, video game designers, web developers or IT consultants.

Our Computing curriculum strives to develop resilient, reflective, creative and independent learners. It gives space for children to become “computational thinkers”, tackling complex problems, making mistakes and learning from them. It also engages our children, through the creative use of technology, to prepare pupils for the demands of the 21st century and the technological world that awaits them in the future. As well as the huge potential of technology, we teach our children to understand the challenges and problems it can create.

We teach them to become good digital citizens, to know how to stay safe and keep others safe online, to be aware of the need to test out what and who they see and the importance of what they share in creating their own digital footprint.

The fruits of this work can be seen on our dedicated ‘Curriculum’ page on the school website- <https://www.kirkstall-st-stephens.leeds.sch.uk/page/our-curriculum/99631>

Our work centred on the expectations of the National Curriculum but then mapping out knowledge and skills in each subject per year group from Years 1-6 and ensuring that these were consistent and demonstrated progression throughout school.

Therefore, all year groups and each subject has an **Overview** for the academic year:-

Curriculum Subject Overviews 2023-2024
SCIENCE

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2 SCIENCE WEEK	Summer 1	Summer 2
EYFS Reception	Seasonal changes: Animals & plants observations	Materials	States of matter: Ice, water	Seasonal changes	Flooding and sinking	Seasonal changes
Year 1	Everyday materials	Seasonal Changes: Autumn & winter	Animals including humans	Scientific Enquiry Ask & Wonder	Plants	Seasonal changes: Spring to Summer
Year 2	Animals including humans	Scientific enquiry Ask & Wonder	Everyday Materials and their uses.	Scientific enquiry Ask & Wonder	Plants	Living things and their habitats
Year 3	Rocks	Forces and Magnets	Light	Scientific Enquiry Ask & Wonder	Animals Including Humans	Plants
Year 4	Sound	States of Matter	Animals including humans	Ask & Wonder Scientific Enquiry	Living things and their habitats	Electricity
Year 5	Forces	Living things and their habitats	Properties and changes of materials	Ask & Wonder Scientific Enquiry	Earth & Space	Animals including humans
Year 6	Light	Electricity	Evolution and inheritance	Scientific Enquiry Ask & Wonder	Living things and their habitats (including micro-organisms)	Animals including humans

All subjects have a **Knowledge and Skills progression grid** that demonstrate the progress of these throughout school:-

PE: knowledge & skills progression map

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble a ball with one hand with some control in game situations.	Use dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet in some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to a target.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including take passes to assist an opponent.
Kick larger balls to a target.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Step a bean bag or lego ball over to a target using hands.	Catch a bean bag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.

All foundation subjects have **'Knowledge Organisers' or 'KO'** that are a one-page guide to every topic taught and explain all the important parts, such as key vocabulary, diagrams and prior knowledge. Children add these into their books at the start of topics and KOs provide an invaluable and exciting resource to support pupil learning. The most important part of a KO is the 'Powerful Knowledge' section, which details the key elements that the children will learn that topic.

Year 2 R.E Knowledge Organiser (Spring 1)

Key Vocabulary

- Allah** - which is the Arabic word for God.
- Qur'an** - The religious book of Islam.
- Muslim** - Someone who follows the Islamic faith.
- Islam** - The religion of Muslims.
- Shahadah** - An Islamic belief and one of the five pillars of Islam.
- Prophet** - An appointed teacher of faith.
- Mosque** - A place of worship and prayer for Muslims.

Who is a Muslim, and what do they believe?

The crescent moon and the star are symbols of Islam.

Shahada-Declaration of Faith

لا إله إلا الله محمد رسول الله
(La ilaha illa Allah, Muhammadun rasulu-llahi)

There is no god but ALLAH, and Muhammad is the Messenger of Allah.

What I already know

- Muslims believe in Allah and follow the prophet Muhammad.
- The actions of the prophet show them how to behave.
- Muslims read the Qur'an which they believe is the word of God.
- Muslims fast at Ramadan and celebrate Eid-ul-Fitr at the end of Ramadan.

Powerful knowledge

- The Shahadah is very important to Muslims. It is recited (said) to show they believe in Allah.
- Muslims believe that Allah created all things and that humans have a responsibility for one for Allah's creation.
- They have 99 names for Allah.
- They use prayer beads to help them remember the names.
- Muhammad (peace be upon him) is the last prophet.
- Muslims tell stories about Muhammad (peace be upon him) to guide their beliefs and how to live their lives.
- Muslims worship at a Mosque and also use prayer mats for prayer.

Five Rukn
A Rukn is how you pray before Allah.

Prayer Mats
Muslims use their own individual prayer mats or Muslims use their own prayer mat to worship upon.

Wash Rukn
Muslims wash their hands before entering the mosque.

Important Features of a Mosque

- Mosques often have giant white individual prayer mats or Muslims use their own prayer mat to worship upon.
- The Muslim holy book which is the word of God is a book with great respect and placed in a special wooden case to be read.

5. Our expectations for Teaching and Learning

During the Summer Term of 2022, staff worked collaboratively to create a list of our 'expectations' for four key areas of Teaching and Learning. We expect that these key aspects are consistent in each year group. These are:-

What are our expectations for our planning and delivery of **any unit** of lessons at KSS?

Every Lesson

- Learning target/objective relating to these
- Prior learning (including vocabulary) identified with opportunities to recap
- An effective input or hook to engage children
- Frequent opportunities for collaborative talk and group work in lessons
- Key STEM questions identified and incorporated
- Modelling from teacher
- Resources identified to scaffold or extend learning further e.g manipulatives
- Identified use of support staff
- Effective lesson pace and ratio between teacher/pupil talk and learning tasks
- Identified groups requiring support or further challenge
- Plenary and assessment opportunities in lessons and consolidation activities throughout the unit to ensure fluency and memorization

Every Unit of lessons

- National Curriculum objectives recognized
- Progression of learning and skills evident in a unit
- Progression of key vocabulary evident in a unit
- Opportunity for experiences (e.g visits/visitors/practical/active lessons)- making learning relevant and not abstract
- Independent tasks
- Frequent opportunities for written work during the unit- often without worksheet scaffolding
- Identified opportunities for using ICT and technology (if applicable)
- Opportunities to be flexible with lesson structure (length, repetition, extension of activities) as long as National Curriculum objectives are met and unit coverage is ensured
- Pupils to have frequent opportunities to demonstrate Growth Mindset/ 'The Pit'

What are our expectations for methods of **formative assessment** within a unit or lesson at KSS?

- Assessment of prior learning- to a lesson or unit of lessons
- Discussions and targeted questions to gauge understanding
- Visual pupil feedback- e.g use of hands
- Mini-plenaries and opportunities for AFL during this
- Bus stop/drop off method- judged via AFL or confidence levels during the session
- Steps/Success Criteria with the end knowledge/skills goal in mind
- Frequent opportunities for self/peer marking and feedback

- Self-assessment using arrows in written work next to the LO
- Live 1:1 or group marking opportunities during/post lessons
- Direct same-day interventions based on AFL knowledge

What are our expectations for the **learning environments** at KSS?

- Separate Reading, Writing, Mathematics, RE, Foundation, Science and Collective Worship displays (if possible)
- Environment must be engaging and exciting as a learning tool- relevant and frequently changed
- Vocabulary rich environment- operational vocab and STEM sentences
- 'Less is more' and learning displays should be simple, accessible and visible around the classroom
- Learning journeys evident with ticks to show what has been accomplished. Writing process evident on respective display
- '3D displays'- use of topic tables, reading corners, clothes lines and interactive resources.
- Opportunities for teacher modelled handwriting on specific displays or writeable backing displays
- Opportunities for pupil work displayed as part of a learning journey and evidence of progression of skills/knowledge
- Positive behaviour reinforcement- DOJOs, reading/homework rewards

What are our expectations for **pupil written work, presentation and marking & feedback?**

- Progress evident from start to finish of pupil work
- High expectations of pupil pride in their work and presentation (e.g. joined handwriting effort, rulers to cross out, worksheets trimmed and stuck in rather than folded). Scores given by teachers after each piece
- Standardised books across all subjects- colours and sizes
- Date & learning target written by children in books
- Good variation of different work opportunities- e.g reasoning & problem solving in mathematics and unstructured (non-worksheet) writing
- Marking and Feedback guidance sheets attached to all books and adhered to- e.g self marking using specific pens, verbal feedback, teacher/intervention support, assessment arrows.
- Positive comments and rewards evident

6. Homework

Home learning, or homework, will support pupils to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Class DOJO, with paper copies for pupils unable to access this.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

After collating the data from a parent survey regarding homework in February 2024, the staff agreed on the following structure for homework at KSS.

Agreed homework

- Reading opportunities- all year groups. This is **the most important** homework opportunity
- Phonics mini-books- Reception-Year 2
- Mental online mathematics work- e.g TT Rockstars & Numberbots in Years 1-6
- Written mathematics worksheets/Grammar Punctuation and Spelling worksheets- alternating each week- only one written piece a week
- Spellings- in Years 1-6
- Verbal reading questions for pupil/parent interaction- all year groups
- Optional Creative homework- all year groups, possibly once a term.

Further information

- **There are no expectations of completing homework in school if it has not been completed at home**
- There is a 'Chill-out' club at 12.45-1.15pm daily- children can choose to do homework here.
- Year 6 transition to high school (and the higher levels of homework there) might require a slight increase in homework and conversations with parents if children are not completing their allotted homework
- Potentially extra Year 6 SATS homework in Spring 2/Summer 1 before assessments

7. Assessment, recording and reporting

Key Stage 1 & Key Stage 2

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils in the form of learning targets and they play an important role through self-assessment of their own learning, this is recorded next to learning targets either in their work in Core Subjects (Reading, Writing, Mathematics) or on Learning Journey Checklists in foundation subjects. Formative assessment is used across all subjects to inform planning, resources and support in order for all children to progress.

Summative for Core Subjects

Children in KS1 and KS2 are assessed in Core Subjects periodically and progress and attainment data is recorded on our school data tracking system termly. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term (three times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. The tests produce a percentage score which will fit into one of three bands: Working towards expected standard; Working at expected standard; Working at greater depth within expected standard. Teachers can use their

knowledge of pupils abilities through the accumulation of formative teacher assessments to override a pupils score if the teacher knows they have over or under performed for specific reasons.

Summative for Foundation Subjects

Children in KS1 and KS2 get assessed half termly in all foundation subject areas. These assessments are created through the vast range of formative assessment that has formed a detailed picture of the child's abilities throughout the lessons that term, with the information recorded on Learning Journey Checklists to help this. The teacher will then record the details on the school foundation tracking system which will indicate whether the child is: working towards expected standard or working at expected standard. In addition, teachers assess a Key Skill in each Foundation Subject each half term. This is to inform Subject Leaders to enable secure targeted planning for progression for the following year.

Early Years Assessment

At Kirkstall St Stephen's we recognise that children develop in individual ways, at varying rates. We use ongoing formative assessment to record children's learning and we use this information to ensure that future planning reflects identified needs.

Each child will be assessed formally on entry using the government standardise baseline assessment. They will be assessed informally throughout the course of the year and on exit of the Early Years Foundation stage.

Short term assessments.

Small steps in the children's learning will be assessed on a daily basis. Much of these assessments will take place during the course of normal activities when adults will identify a child's progress towards the Early Learning Goals. Observations of the children's learning and achievements will be carried out by the class teacher and additional adults working within the EYFS. These observations will identify what a child is able to achieve and the next steps for their learning. In addition to this, sometimes specific activities will be set up in order to create opportunities for assessment.

Medium term assessments.

These may include writing assessments, phonics assessments and maths assessments. These are tasks given to the children to do to determine whether they need more support or further challenge in these areas and helps to inform future planning.

Long term assessments

During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against the ELGs, and their readiness for Year 1. The profile indicates whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). The children's attainment against the ELGs will be reported to parents and the Local Authority.

National Statutory Assessment

At key points through primary school, children are assessed against national expectations. These are:

- Baseline Reception on entry to school
- End of Year 1 (Phonics Screening)
- Year 4 Multiplication Check
- End of KS2 (Year 6 SATs)

If any Parents/Carers require further details of these tests they should make an appointment to discuss them with your child's teacher or visit www.gov.uk and search for the appropriate resource for up to date information.

Monitoring and Checking of Assessment and Pupil Progress Meetings

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. Focus groups for Kirkstall St Stephen's C of E Primary School at present are:

- Disadvantaged Pupils
- Children currently on Free School Meals (FSMc)
- SEND
- Low Attaining Pupils
- Gender
- Summer Born
- EAL

Communication with Parents

Children's attainment and progress will be discussed at the two Parent Consultation Meetings which take place during the school year (October/November and February/March). Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. End of year reports will comment on children's attainment and progress along with key strengths of the child as a whole. National assessment data will be included in these reports.

8. Monitoring and evaluation

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points.

School leaders and subject leaders in collaboration with authority/diocesan advisors and governors will monitor and evaluate the impact of teaching on pupils' learning through:

This will be conducted via

- Learning walks with specific foci
- Reviewing marking and feedback and pupil work via book looks
- Termly pupil progress meetings
- Gathering input from the school council and various other pupil voice activities

9. Review

This policy will be reviewed every two years by [the Headteacher and Curriculum leader]. At every review, the policy will be shared with the full governing board.

10. Links with other policies

This policy links with the following policies and procedures:

- Behaviour policy
- Early Years Foundation Stage (EYFS) policy
- SEN/SEND policy and information report
- Equality information and objectives